

Supporting students experiencing homelessness and students in foster care



Office of Whole Child Supports · 2022 - 2023

Today's Presenters

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Agenda

- ✓ Introductions
- ✓ Creating infrastructure to support students experiencing homelessness and students in foster care
- ✓ State-level data
- ✓ McKinney-Vento requirements
- ✓ ESSA – foster care requirements
- ✓ Reflections and dialogue

#EachChildOurFuture

In Ohio, each child is *challenged, prepared* and *empowered*.



Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

Four Learning Domains



Foundational Knowledge & Skills

Literacy, numeracy and technology



Well-Rounded Content

Social studies, sciences, languages, health, arts, physical education, etc.



Leadership & Reasoning

Problem-solving, design thinking, creativity, information analytics



Social-Emotional Learning

Self-awareness & management, social awareness, relationship skills, responsible decision-making



One Goal



Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles



Equity



Partnerships

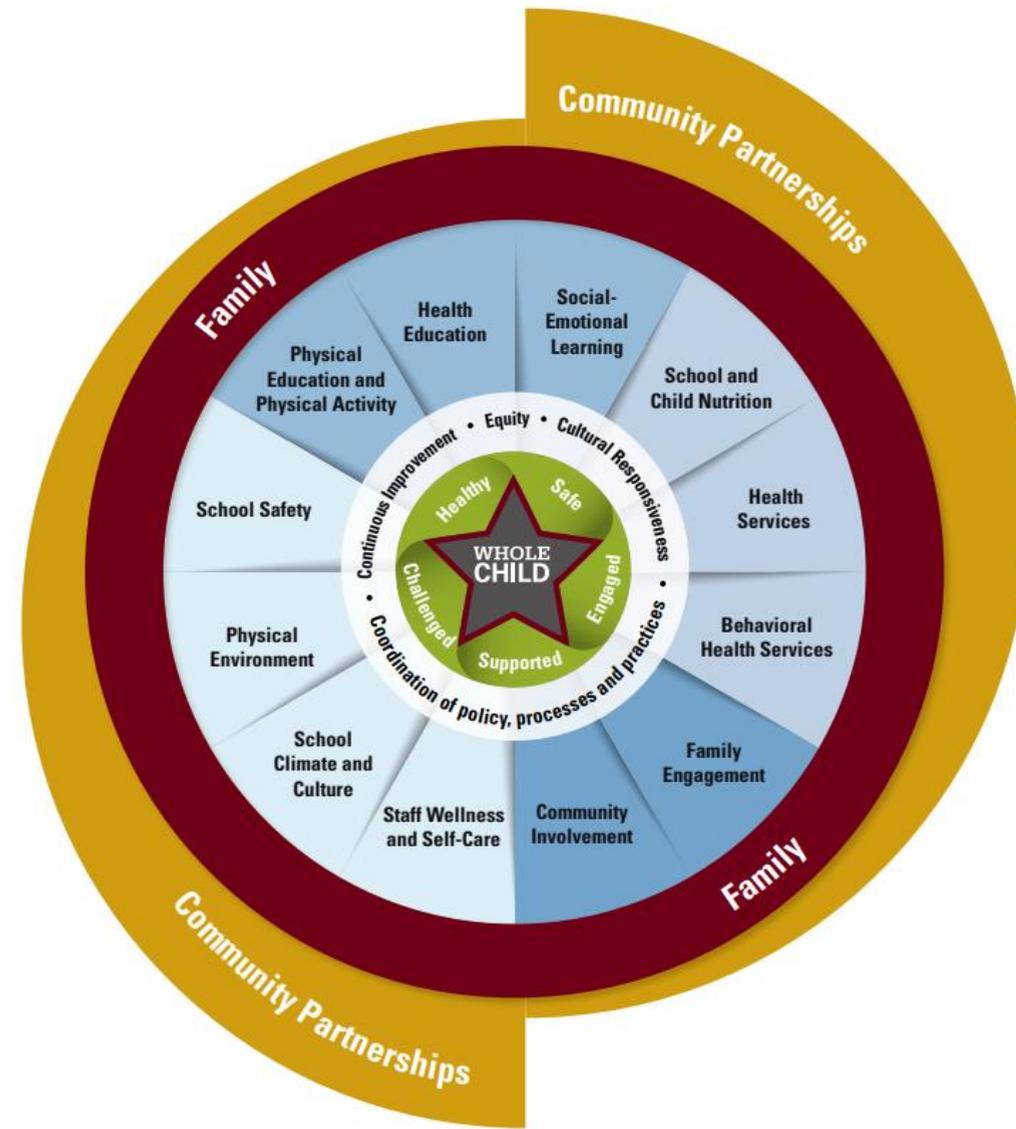


Quality Schools

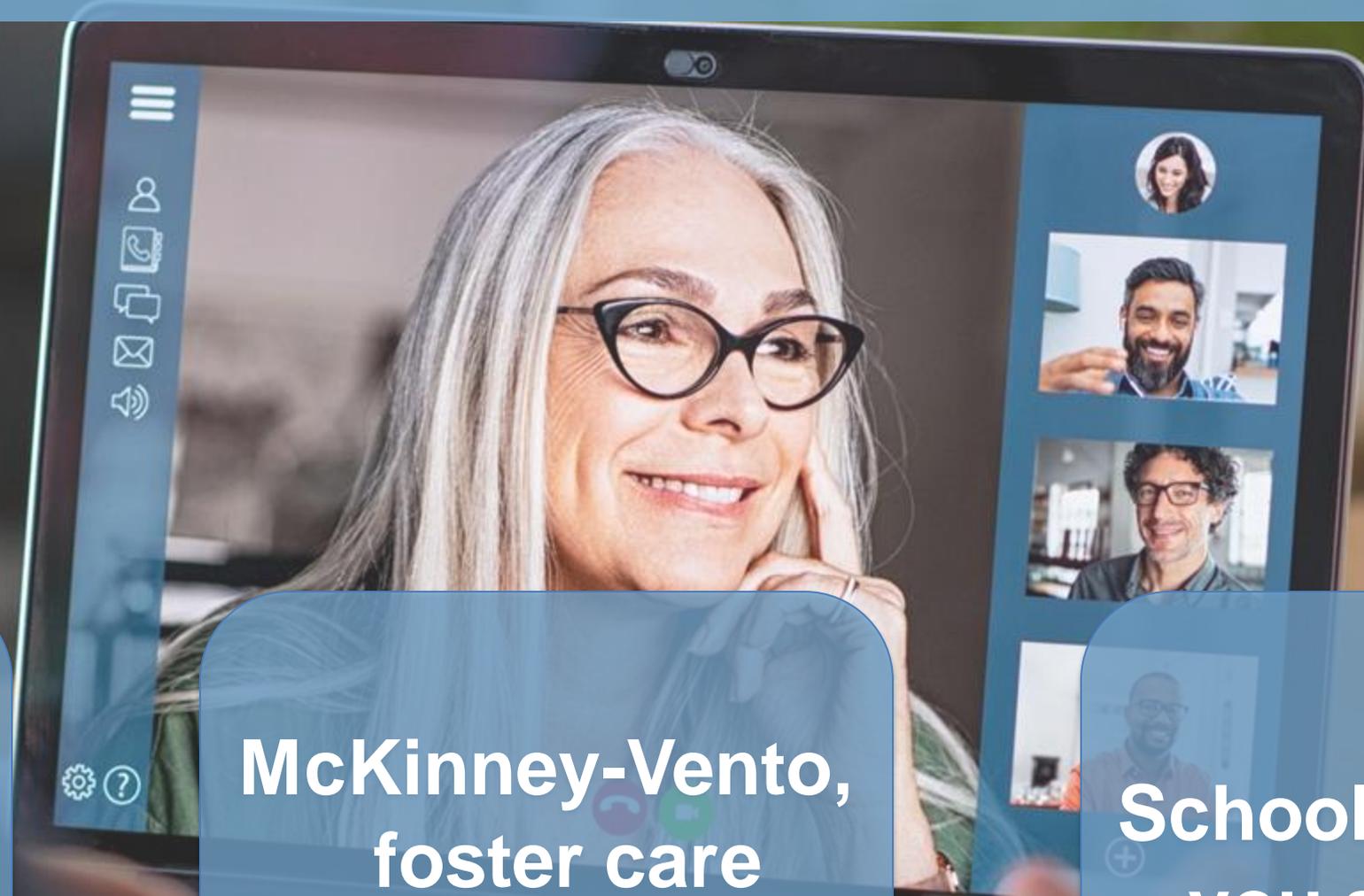
10 Priority Strategies

- 1 Highly effective teachers & leaders
- 2 Principal support
- 3 Teacher & instructional support
- 4 Standards reflect all learning domains
- 5 Assessments gauge all learning domains
- 6 Accountability system honors all learning domains
- 7 Meet needs of whole child
- 8 Expand quality early learning
- 9 Develop literacy skills
- 10 Transform high school/provide more paths to graduation

The Whole Child



Who is in the room?



Name

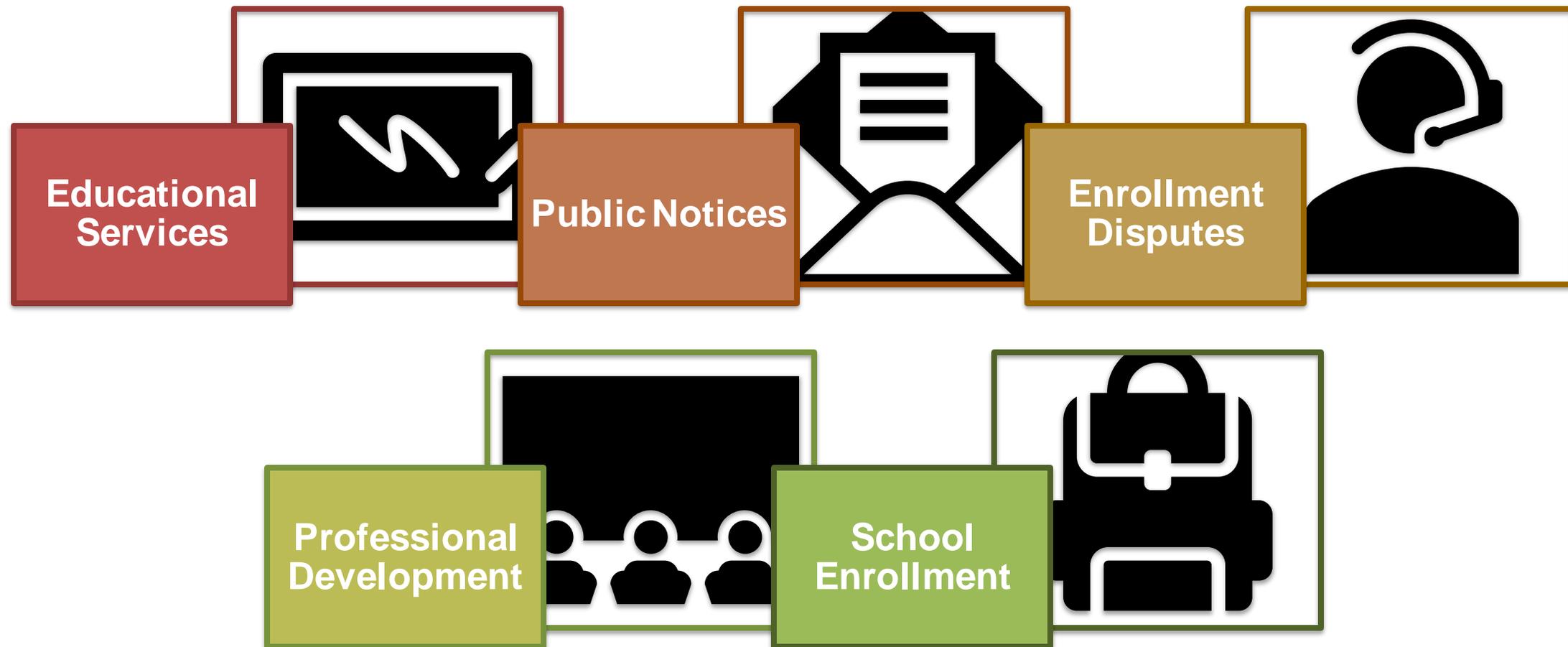
**McKinney-Vento,
foster care
liaison, or both**

**School or district
you are from**



Update the Ohio Education Directory System with local point of contact

McKinney-Vento and foster care liaisons must ensure

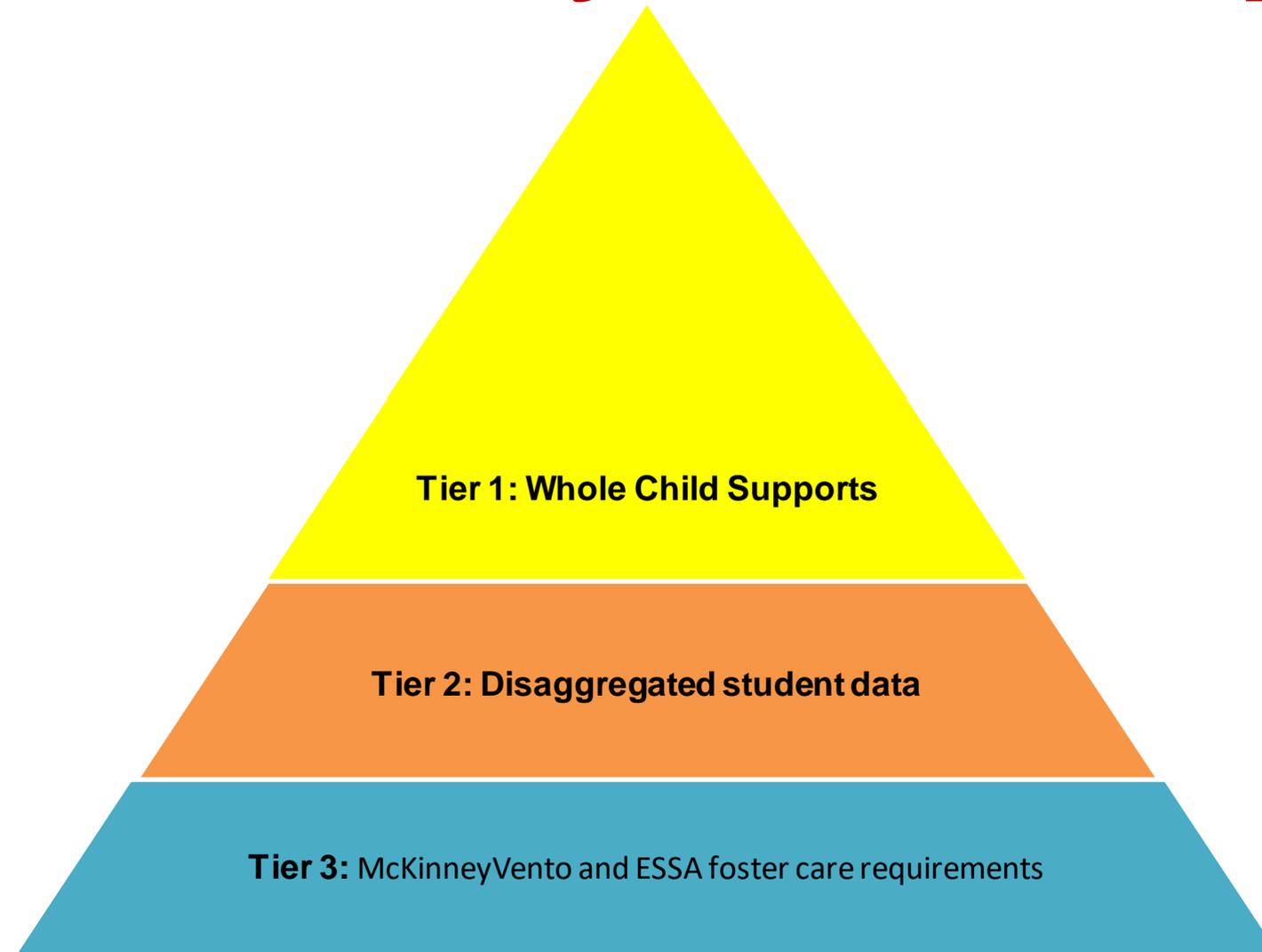


Collaboration in your district



- Transportation coordinator
- Enrollment specialist
- EMIS coordinator
- Food service director
- Social workers and counselors
- Attendance officer
- Title I coordinators
- Family liaison
- Building point of contact

Use of an Integrated Multi-Tiered System of Support



Collaboration next steps

What next steps can you take in your district or building to incorporate other school personnel to support the implementation of McKinney-Vento and ESSA foster care requirements?

Data slides

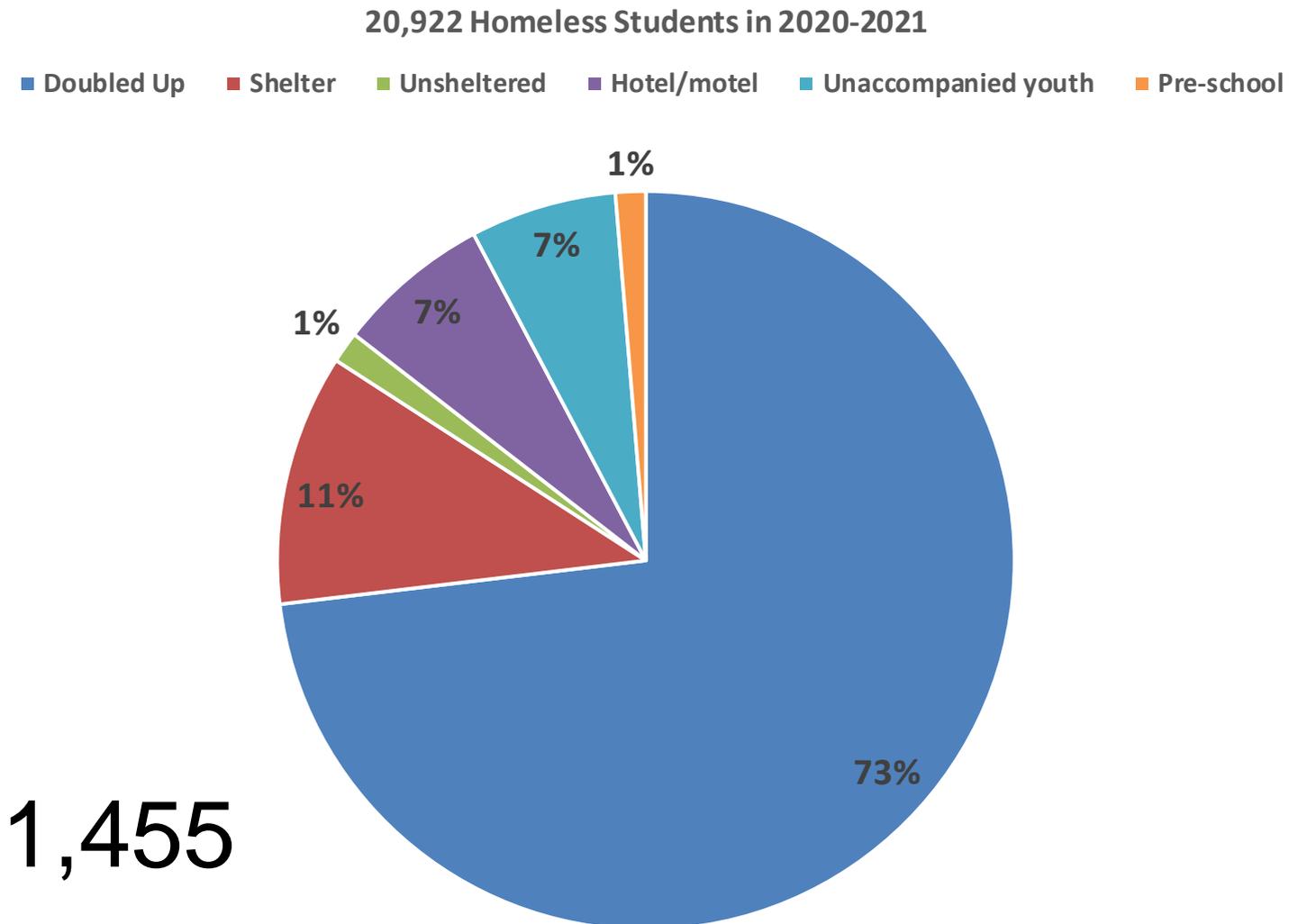
- Numbers (homeless, foster care)
- Students receiving IEP services
- Chronic Absenteeism
- Graduation rates
- Discipline data

Homeless data

School year 2020 – 2021

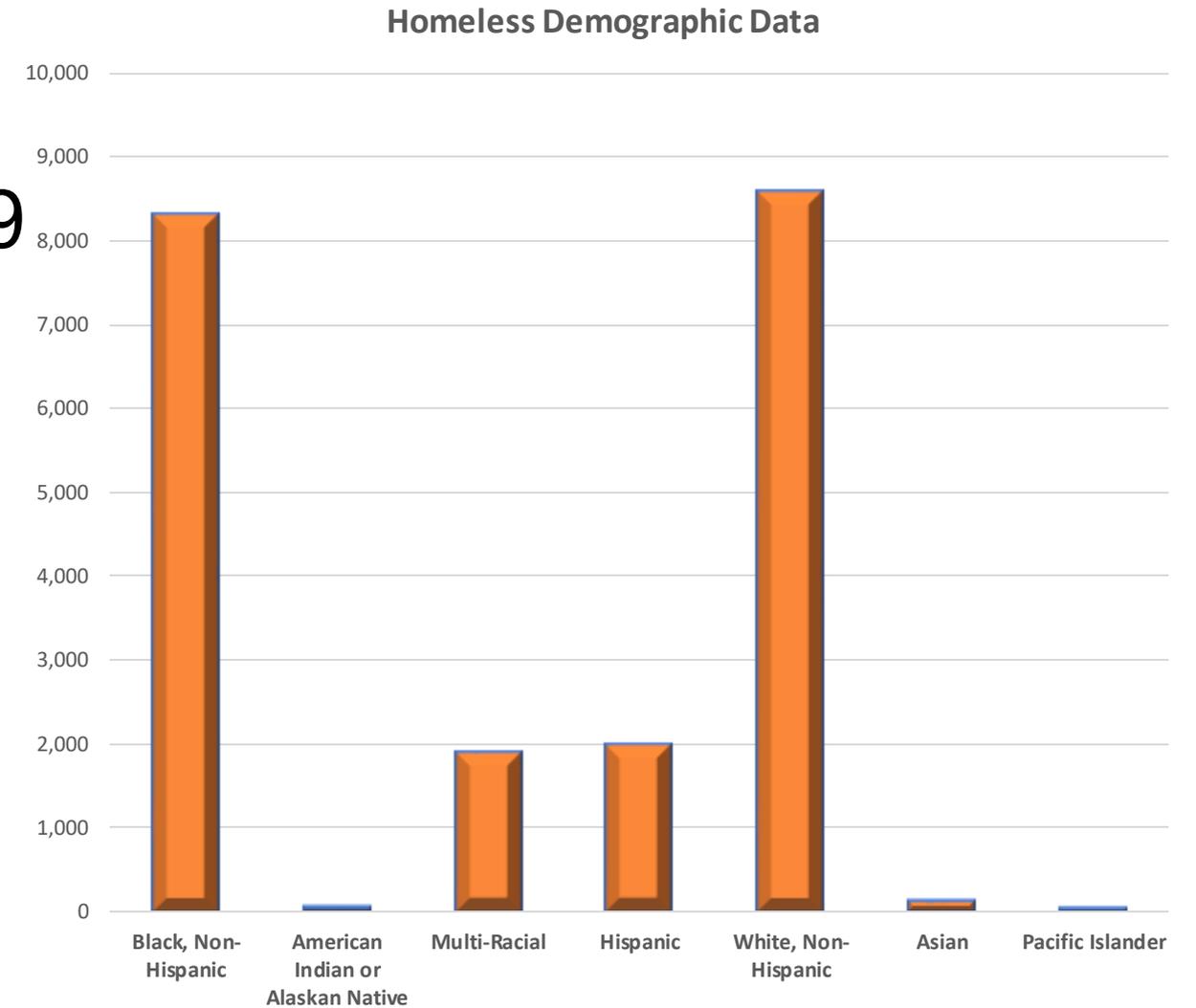
Total: 20,922

- Doubled-up: 16,579
- Shelter: 2,496
- Unsheltered: 310
- Hotel/motel: 1,537
- Unaccompanied youth: 1,455
- Pre-school: 300



Homeless demographic data

- Black, Non-Hispanic: 8,308
- American Indian or Alaskan Native: 39
- Multi-racial: 1,876
- Hispanic: 1,968
- White, Non-Hispanic: 8,586
- Asian: 108
- Pacific Islander: 37

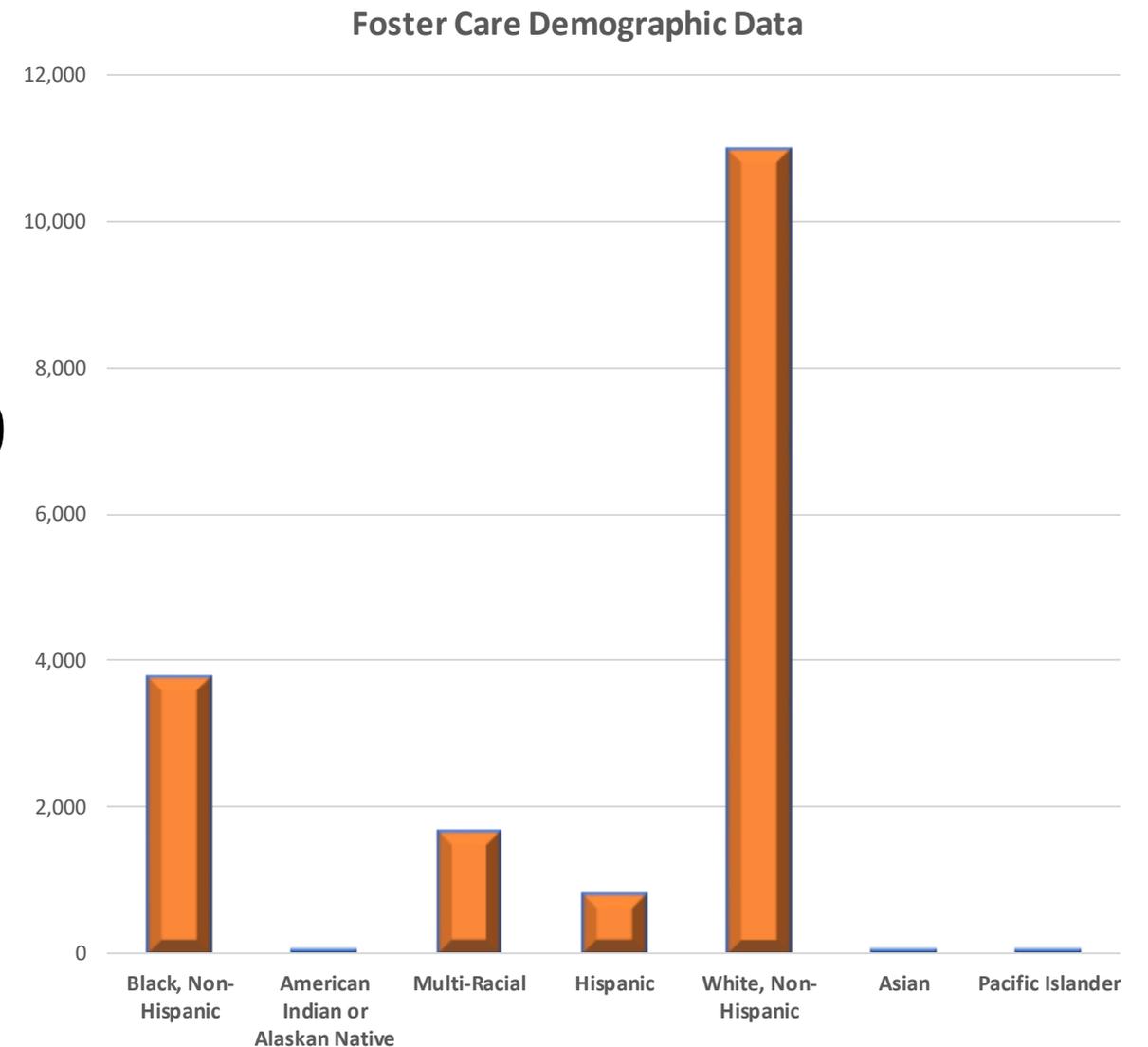


Foster care data

School year 2020 – 2021

Total: 17,218

- Black, Non-Hispanic: 3,751
- American Indian or Alaskan Native: 19
- Hispanic: 797
- Multi-racial: 1,635
- White, Non-Hispanic: 10,975
- Asian: 29
- Pacific-Islander: 12

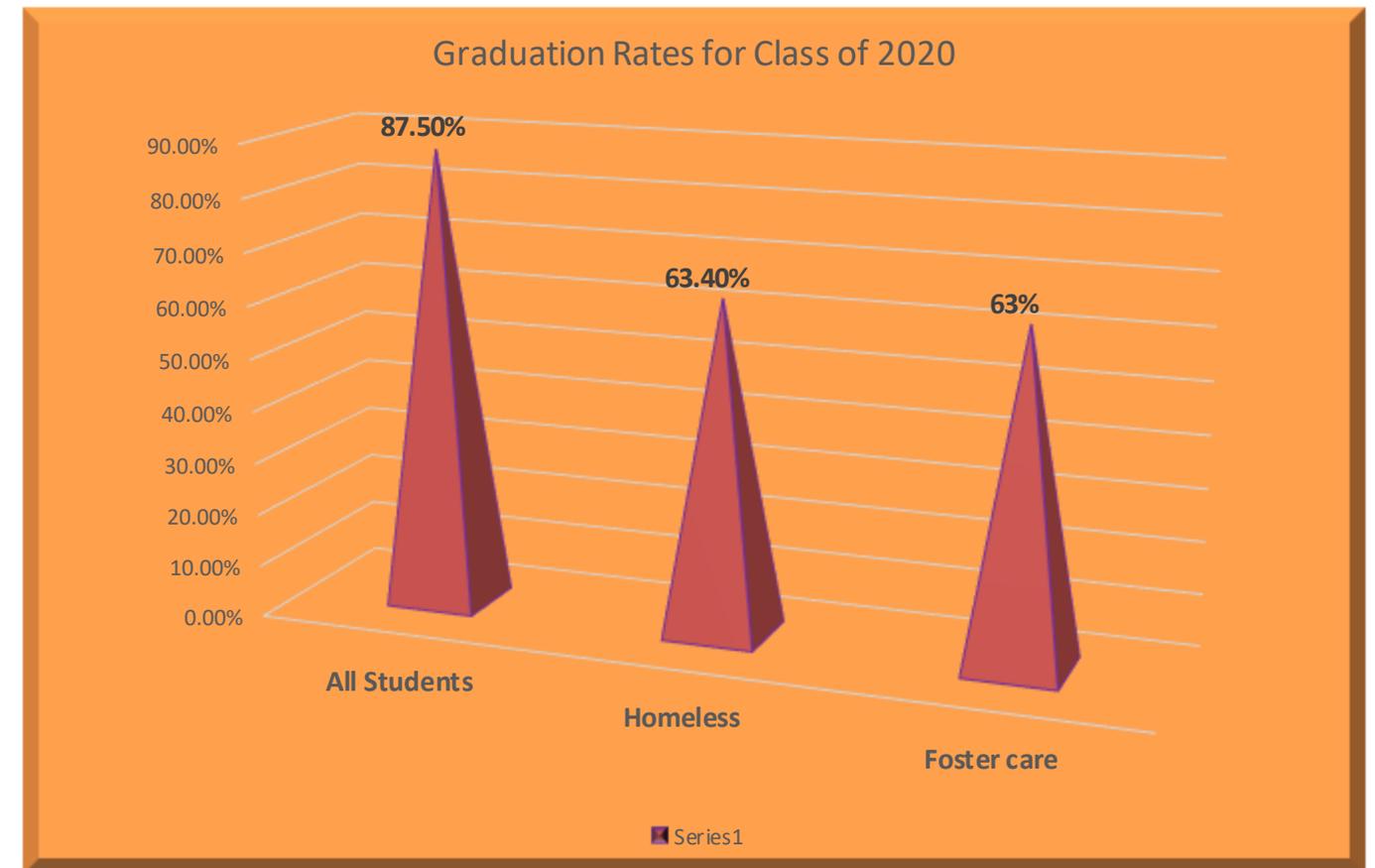


Graduation rate

Class of 2020 – All students: 87.5%

Homeless – 63.4%

Foster care – 63%



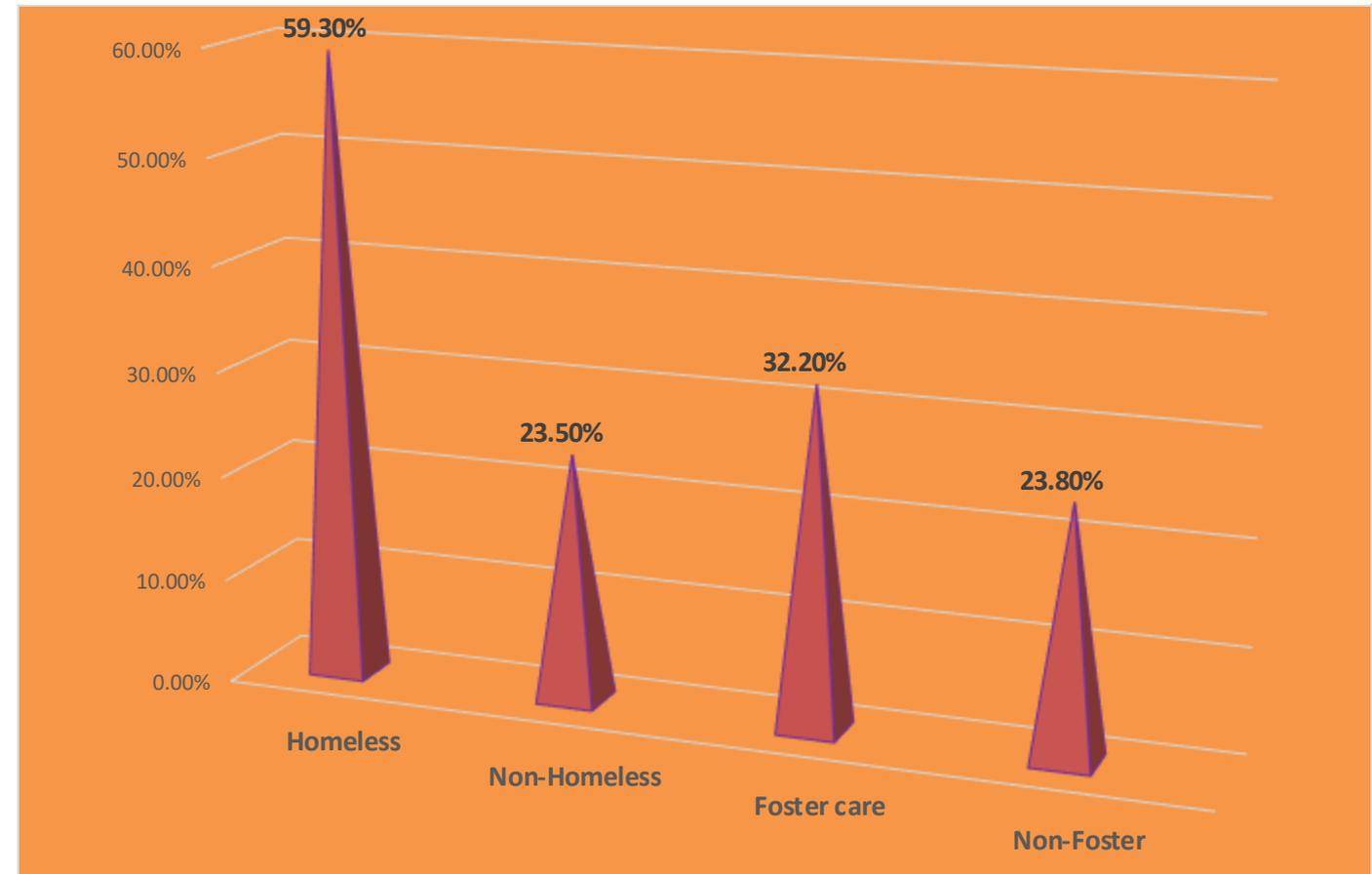
Chronic Absenteeism

Homeless – 59.3%

Non-homeless – 23.5%

Foster – 32.2%

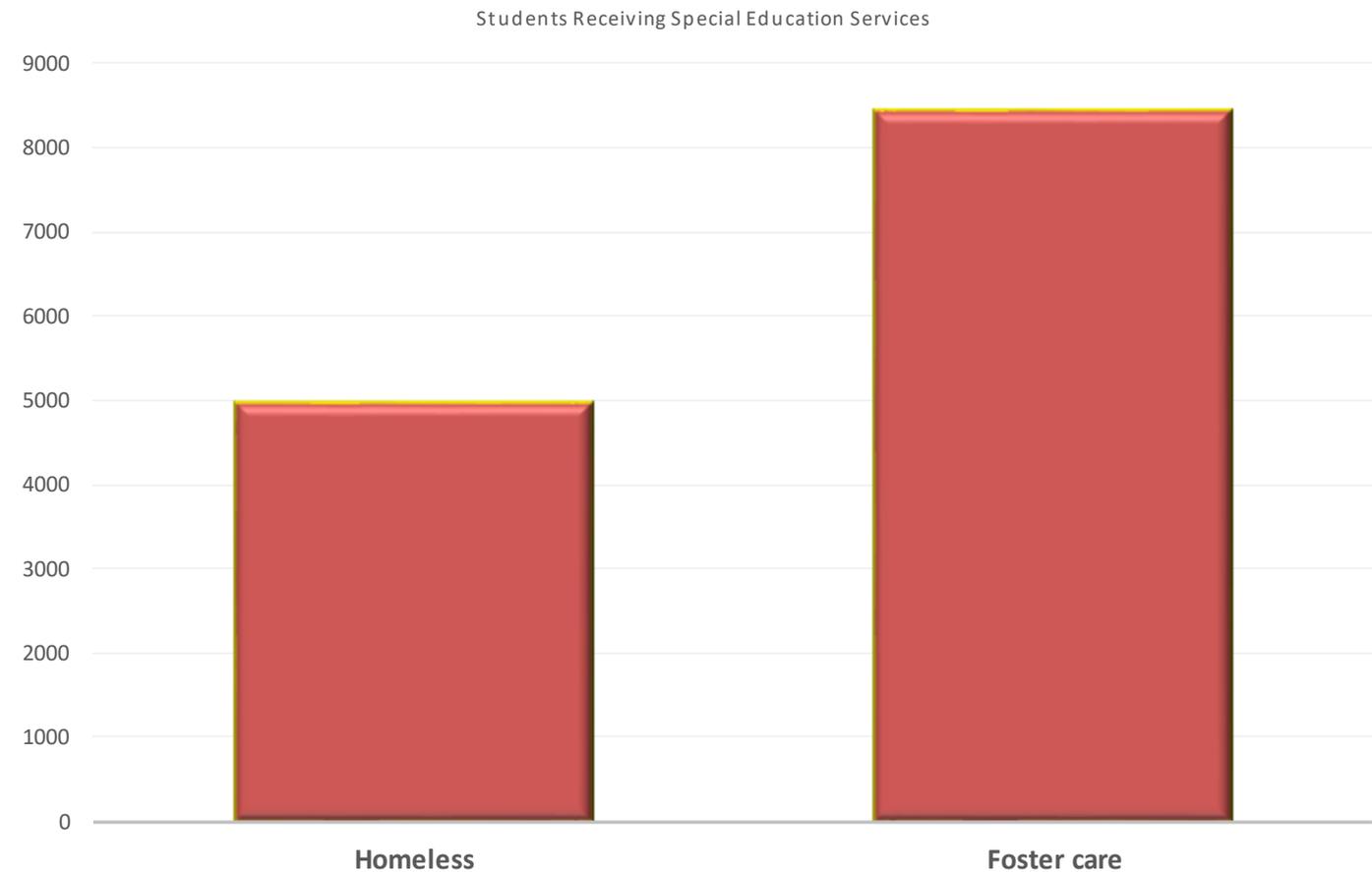
Non-foster – 23.8%



Students receiving special education services

Homeless: 4,967
23.74%

Foster care: 8,423
48.93%



Data action-steps

What next steps can you take to look at your district or building-level data?

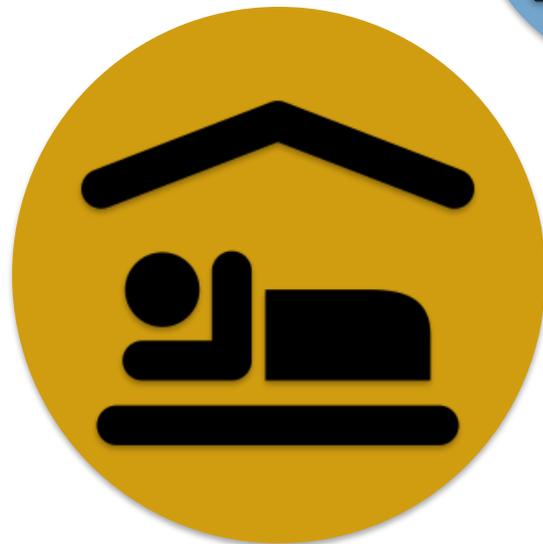
A photograph of the Ohio Statehouse dome and a portion of the building's facade. The dome is white with a central statue on top. An American flag flies on a tall pole to the right. The sky is clear blue. In the foreground on the left, there are branches of a tree with light pink blossoms. A semi-transparent blue banner is overlaid across the middle of the image, containing white text.

**In December 2015, Congress passed
the Every Student Succeeds Act.**

How does ESSA define *homelessness*?

Children or youth who **lack a fixed, regular and adequate nighttime residence**, including:

Shared Housing



Bus and Train Stations



Public Places



Shelters and hotels



Camping Grounds

Fixed, Regular and Adequate

Fixed: Stationary, permanent, not subject to change

Adequate: Lawfully and reasonably sufficient; sufficient for meeting the physical and psychological needs typically met in a home environment

Regular: Used on a predictable, routine, consistent basis; consider the relative permanence

Shared Housing

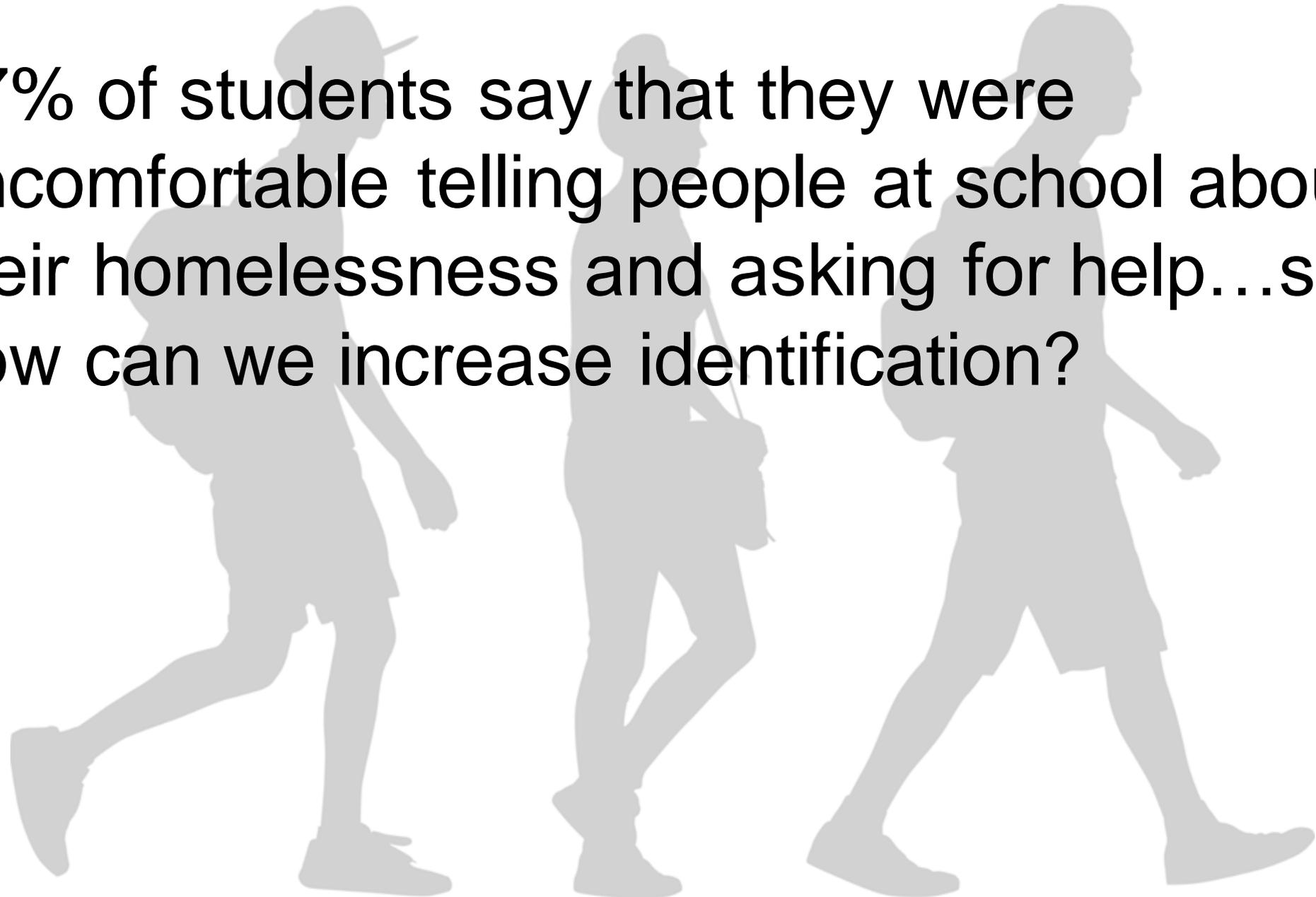
*Legislation: “Sharing the housing of other persons **due to loss of housing, economic hardship or a similar reason.**”*

How can schools identify McKinney-Vento students?



Identification Strategies

67% of students say that they were uncomfortable telling people at school about their homelessness and asking for help...so how can we increase identification?



Eligibility Considerations

Why did the parties move in together? Due to a crisis or by mutual choice as a plan for mutual benefit?

How permanent is the living arrangement intended to be?

Where would the party in crisis live if not sharing housing?

Is the living arrangement fixed, regular and adequate?

Sample housing questionnaire

- ✓ Interviewing tool for liaisons to use with families
- ✓ Provides comprehensive list of rights
- ✓ Establishes regular check-ins with students and families to understand needs
- ✓ Allows for documenting supports and on-going communication

Sample Housing Information Form

This form is designed to help a district homeless liaison determine whether a student is homeless as defined by the federal McKinney-Vento Act. Answers to the statements below will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act. The district liaison may use this as an interview form and give a copy of it to the family after completing the form. Liaisons may want to keep this form as an ongoing tool to keep notes on throughout the duration of a student's homelessness.

Student Name: _____
Parent/Guardian Name: _____
School: _____ Phone: _____
Grade: _____ Age: _____ Date of Birth: _____
Current Address: _____
City: _____ Zip Code: _____
Is this address Temporary or Permanent? Temporary

Please choose which of the following situations the student currently resides in (you can choose more than one):

Shelter or other temporary housing
 Motel, car, or campsite
 With friends or family members (other than or in addition to parent/guardian)
 Other _____

If you are living in shared housing, please check all of the following reasons that apply:

Parent/Guardian is incarcerated Economic situation
 Temporarily waiting for house or apartment Loss of employment
 Loss of housing Other (Please explain below) _____

Are you a student under the age of 18 and living apart from your parents or guardians? Yes

Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

- 1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- 2) Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison at _____ or the State Coordinator at _____

Eligibility Determination completed by: _____ Date: _____

Parent/Caretaker/Unaccompanied Youth provided copy of McKinney-Vento Rights.

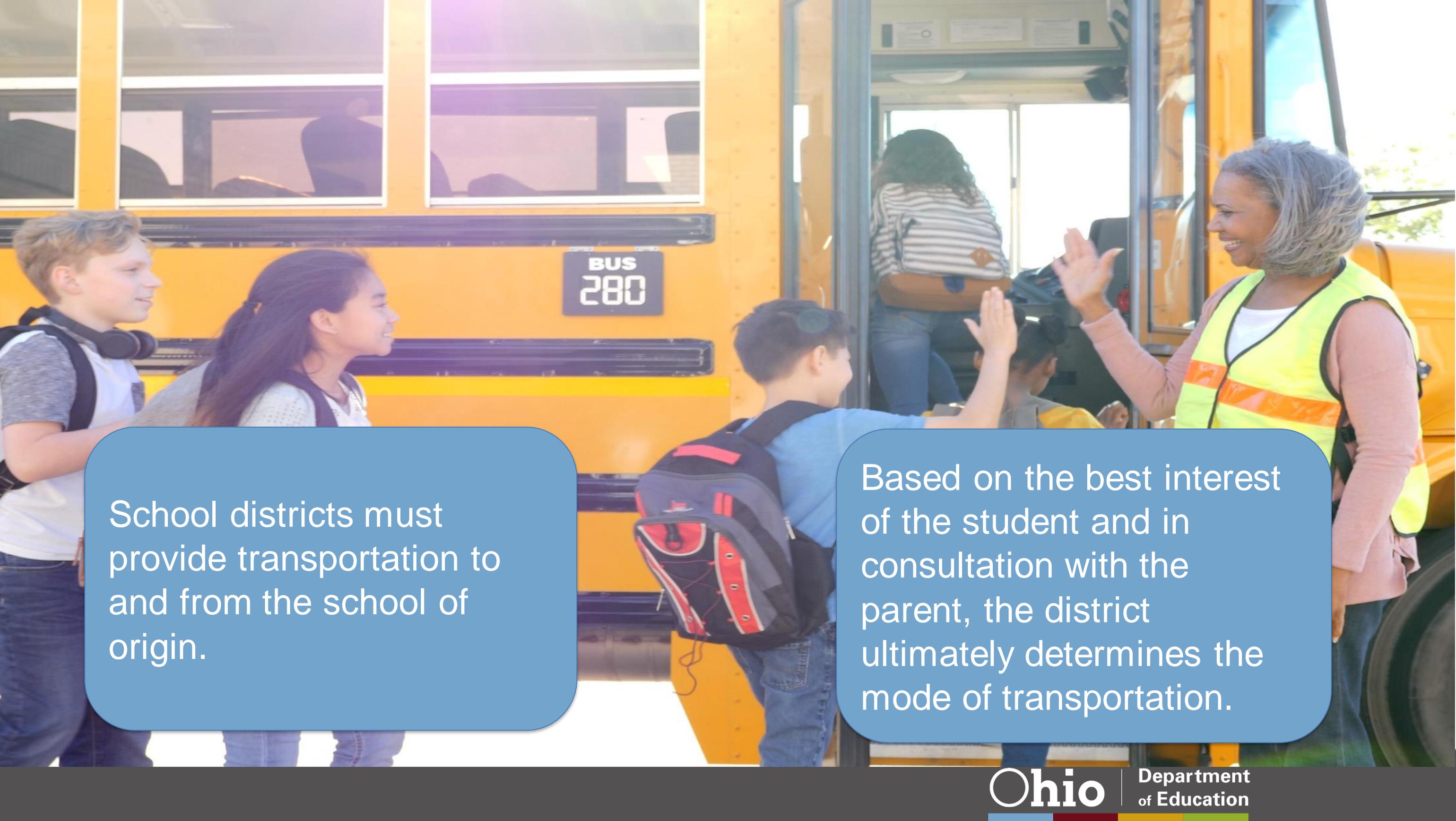
School Selection

School of origin

The school the child attended when permanently housed; or the school in which the child or youth was last enrolled.

Attendance Area

Any public school that students living in the same attendance area are eligible to attend.



BUS
280

School districts must provide transportation to and from the school of origin.

Based on the best interest of the student and in consultation with the parent, the district ultimately determines the mode of transportation.

Transportation

TEAM approach: Transportation director, local liaison, neighboring school district and other service providers as appropriate.

Enrollment

States and districts must develop, review and revise policies to remove barriers to the school enrollment and retention of homeless

Enrollment
Paperwork



McKinney-Vento defines *enrollment* as attending classes and participating fully in school activities.

Participation



The McKinney-Vento Act (federal law) supersedes state or local law or policy when there is a conflict (U.S. Constitution, Article VI.)

Federal Law



Homeless children and youth have the right to enroll in school immediately, even if lacking documentation normally required for enrollment.

Immediacy



Dispute Resolution

If a disagreement occurs, the district must:

Provide a written explanation of its decision, including the right to appeal the decision.

Refer the parent/caretaker/youth to the local liaison.

While the dispute is in process, students must be:

Enrolled immediately in the school in which enrollment is sought.

Provided with school of origin transportation if requested.

Funding McKinney-Vento services

- Title I, homeless set-aside
- McKinney-Vento subgrant funds
- ESSER I, II, ARP – ESSER
- ARP Homeless I and II

COHHIO Course to Home

- ✓ Quarterly community of practice
- ✓ Technical assistance
- ✓ Quarterly newsletter
- ✓ E-learning platform

homelesseducation@cohhio.org

Ohio Department of Education Youth Homelessness Program

Youth Initiative Home

Runaway and Homeless Youth Program

Youth Homelessness Demonstration Program

Training and Technical Assistance

Ohio Department of Health Youth Homelessness Program

Ohio Department of Education Youth Homelessness Program

About COHHIO Course to HOME

COHHIO Course to HOME is an exciting new opportunity for Ohio school districts and educational service centers. The [Ohio Department of Education](#) (ODE) received federal formula allocated funds through the [American Rescue Plan](#) to provide increased support, and professional development opportunities to districts specifically in meeting the need of the following vulnerable student populations experiencing homelessness:

- rural children and youth
- students of color
- children and youth with disabilities
- English learners
- LGBTQ+ youth
- students in foster care
- justice-involved youth and
- pregnant, parenting, or caregiving students

education.ohio.gov/Topics/Student-Supports/Homeless-Youth

- Overview of McKinney-Vento law
- Supporting resources and tools
- Locate a district point of contact
- Connect with state and federal supports

ESSA Requirements and Supports for Students in Foster Care



**Collaboration
and joint
decision-making**

**Emphasized
educational
stability**

**Educational stability of youth in
foster care is a shared
responsibility between schools and
child welfare agencies**

Foster Care Definition

“24-hour substitute care for children placed away from parents/guardians and for whom the child protection agency has placement and care responsibility”

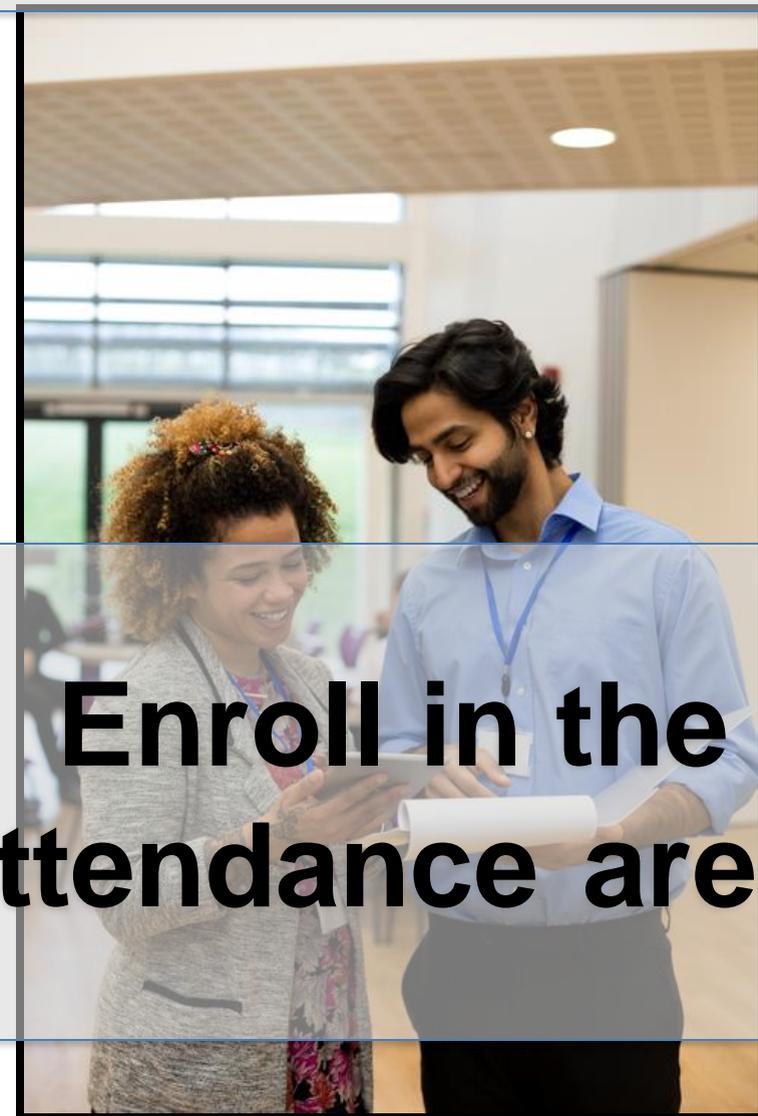


Working Together for Educational Stability

What is in the best interest of the child?



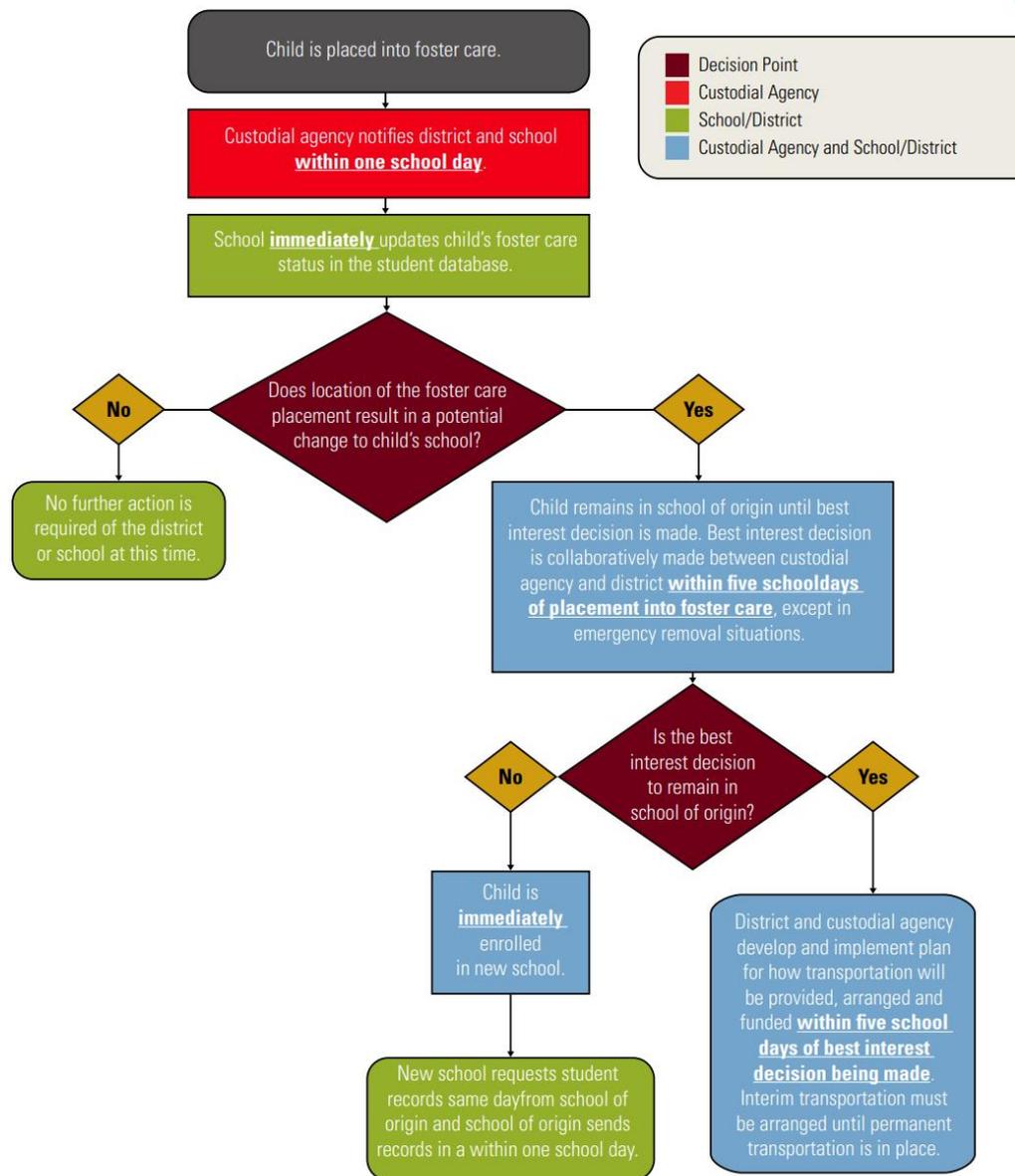
Remain in school of origin



Enroll in the attendance area

Foster Care Educational Stability Overview

For implementation details, please read the Ohio Foster Care Joint Guidance document



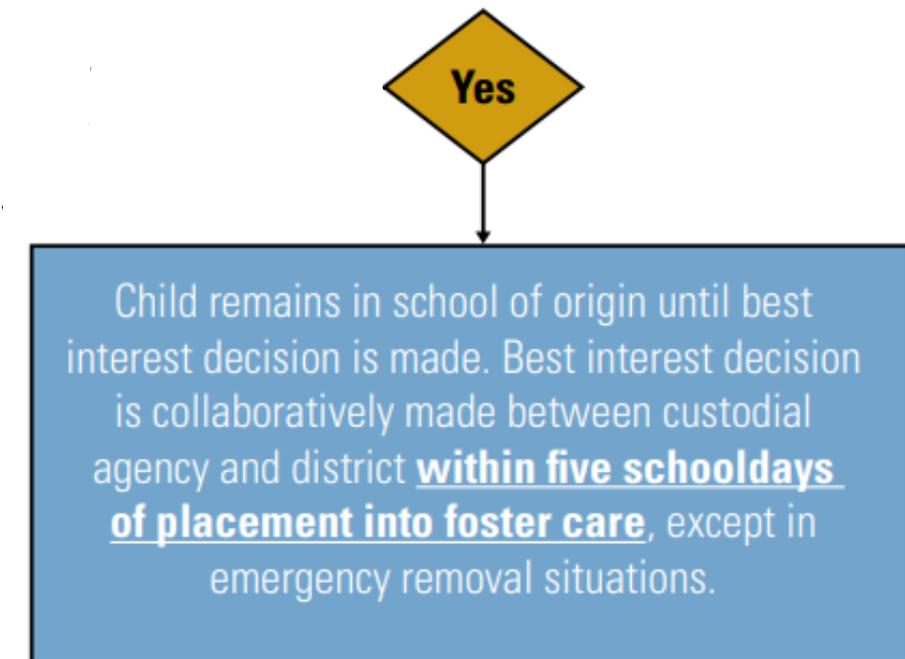
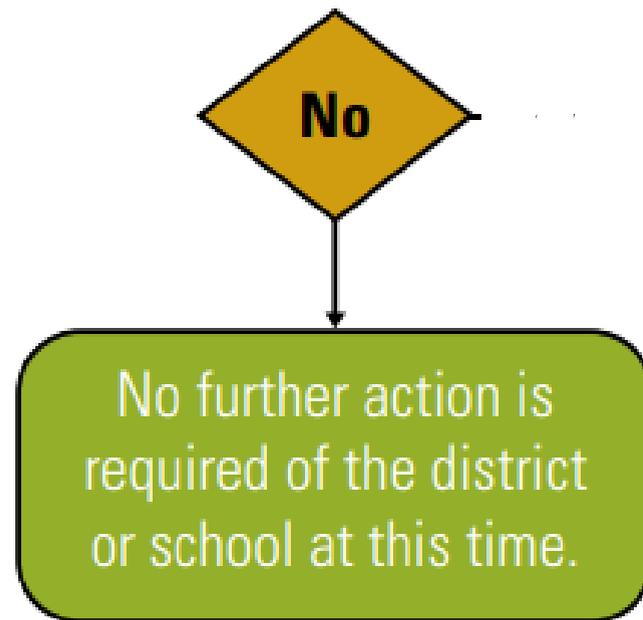
Educational Stability Processes and Procedures

Child is placed into foster care

Custodial agency notifies the school and district within one school day.

School immediately updates the child's information in the school database.

Does the location of foster care placement result in a potential change to the child's school?



How to make a best interest determination

1. Know who you are communicating with at the local school district.
2. Notify appropriate parties at district.
3. Include student and family voice in determination.

#EachChildOurFuture

Model Best Interest Determination Form

The presumption is that a student will remain in the current school; a student should only change schools if remaining in the current school is not in the child's best interest. The caseworker or custodial agency point of contact should complete this worksheet in collaboration with school personnel and other supportive adults in the child's life. For continuity of care, this worksheet and all supporting documentation are to be maintained in the child's records.

Best Interest Determination

Child's Name: _____ Grade in School: _____

Custodial Agent Representative and Contact Information: _____

SACWIS Person ID number: _____ SSID number: _____

Current School and District: _____

Potential New School and District: _____

Schools the Student Previously Attended (if known):

District of Residence: _____

Date of Meeting: _____ Meeting Facilitator: _____

Supporting Documentation Attached:

<input type="checkbox"/> Report cards and progress reports	<input type="checkbox"/> Discipline records
<input type="checkbox"/> Student achievement	<input type="checkbox"/> Evaluations
<input type="checkbox"/> Attendance data	<input type="checkbox"/> Written input from absent participants
<input type="checkbox"/> IEP or 504 plan	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Transcript with current credits, if in high school	<input type="checkbox"/> Other: _____

Page 1 | Model Best Interest Determination Form | Updated May 2020

Collaborate for Best Interest

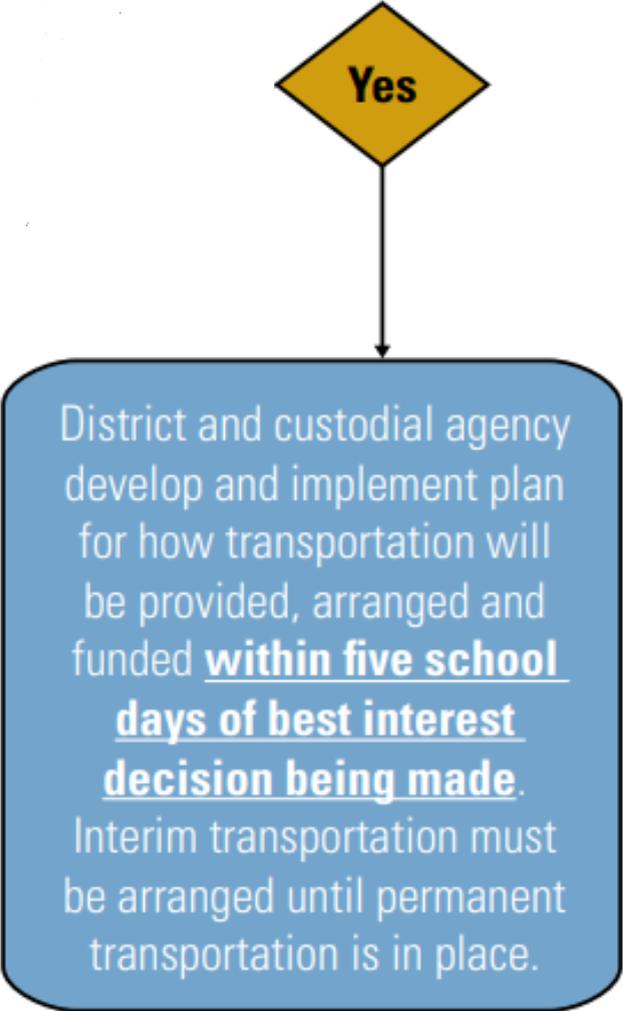
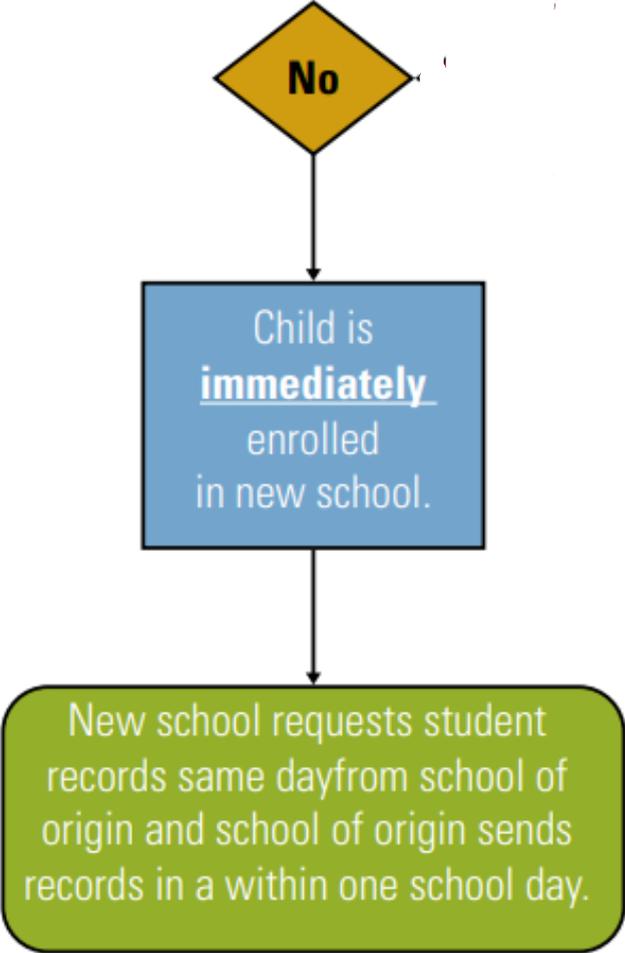
School District and Child Protection Agency

Establish guidelines to be used in the decision-making process

If a decision cannot be reached...

Child protection agency should decide the best educational placement for the child

Is the best interest to remain in the school of origin?



School transportation

1. Collaboration is key!
2. Understand or develop a cost-sharing agreement with your local school districts for foster care transportation.
3. Cost sharing is for additional cost.
4. Utilize Title IV-E funding.

Making A Transportation Plan: Implementing ESSA Transportation Requirements to Ensure School Stability

Introduction and Overview

Per federal guidance, districts should work closely with custodial agency counterparts to tailor transportation processes and procedures to their unique local contexts. The district and custodial agency should collaboratively establish procedures to facilitate prompt transportation to ensure educational stability for students in foster care. The Ohio Department of Education and the Ohio Department of Job and Family Services jointly created this model transportation procedure document that can be used as a reference for local practice. The first section is a sample memorandum of understanding between local agencies regarding transportation procedures, including possible methods of cost sharing. The second is a template to document how transportation will be provided when a student is placed in foster care or following change in living arrangement.

This document is intended to:

- Assist districts and custodial agencies in understanding their obligations under ESSA regarding transportation for students in foster care;
- Outline the necessary steps to take when implementing ESSA's transportation requirements;
- Be used as a sample procedure document for the interagency transportation plan agreement and individual student procedures.

Districts and custodial agencies must have transportation procedures for arranging and funding transportation in place by **Dec. 10, 2016**.

Funding services for students in foster care

Title I, Part A set-aside

ESSER I, II, and ARP-ESSER

**Student Wellness and Success and Disadvantaged
Pupil Impact Aid**

education.ohio.gov/fostercare

- Overview of foster care provisions
- Educational stability for foster youth
- Information about the district point of contact
- Information about transportation

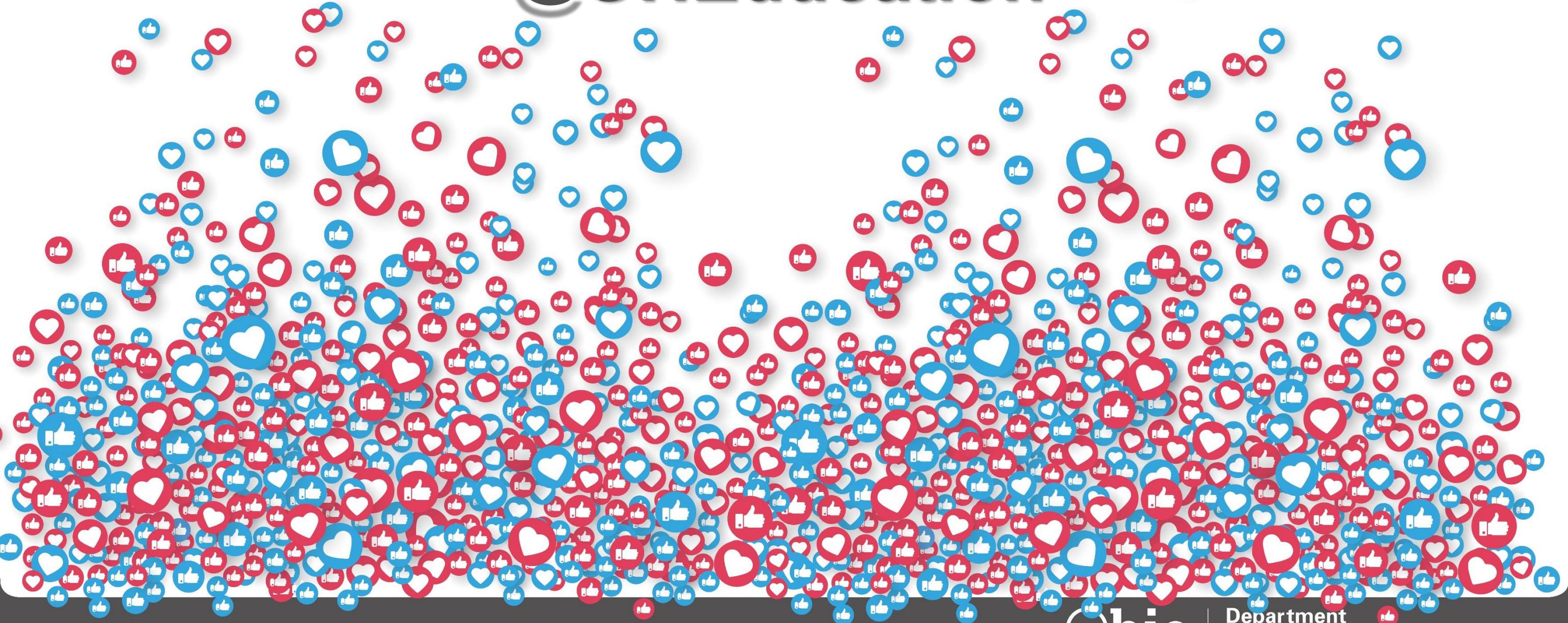
Reflections and Discussion

What challenges are you currently experiencing in this work, or do you foresee?

Take our survey!

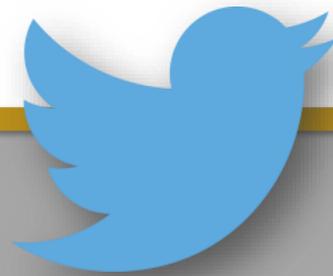


@OHEducation



**Share your learning
community with us!**

#MyOhioClassroom



Celebrate educators!

#OhioLovesTeachers